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ABSTRACT

Developed from a year-long collaboration between researchers and a fifth-grade teacher, this paper presents case study materials designed for use with prospective and experienced teachers interested in thinking and learning about students' writing development. Several kinds of information regarding the progress of "Billy" are included in the paper: transcripts of classroom interactions such as sharing time and writing conferences; written work from Billy's writing folder and journal; self-evaluations; and excerpts from an end-of-year group interview. The materials in the paper are designed to be used flexibly in a group situation where participants can discuss their impressions and insights as they study the examples, drawing on their own knowledge and experience as teachers of writing. The paper offers an initial set of analytic categories for use in interpreting the examples. The three sections of the paper enable teachers to study all or parts of the materials. Section 1, "Tracking Writing Development," provides an introduction to Billy and the context. Section 2, "Looking at Writing Development Over Time," is organized into three "phases" and provides information about the curriculum that Billy experienced and different sets of examples from each phase. Section 3, "Examining and Revising Beliefs and Practices," is organized around how to document and assess students' writing development and the extent to which teachers' practices are consistent with their beliefs about teaching writing. (RS)

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UNDERSTANDING ONE WRITER'S GROWTH: CASE STUDY MATERIALS

Cheryl L. Rosaen and
Barbara Lindquist

Center for the Learning and Teaching of Elementary Subjects

Institute for Research on Teaching

College of Education

Michigan State University

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Published by

The Center for the Learning and Teaching of Elementary Subjects
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Center for the Learning and Teaching of Elementary Subjects

The Center for the Learning and Teaching of Elementary Subjects was awarded to Michigan State University in 1987 after a nationwide competition. Funded by the Office of Educational Research and Improvement, U.S. Department of Education, the Elementary Subjects Center is a major project housed in the Institute for Research on Teaching (IRT). The program focuses on conceptual understanding, higher order thinking, and problem solving in elementary school teaching of mathematics, science, social studies, literature, and the arts. Center researchers are identifying exemplary curriculum, instruction, and evaluation practices in the teaching of these school subjects; studying these practices to build new hypotheses about how the effectiveness of elementary schools can be improved; testing these hypotheses through school-based research; and making specific recommendations for the improvement of school policies, instructional materials, assessment procedures, and teaching practices. Research questions include, What content should be taught when teaching these subjects for understanding and use of knowledge? How do teachers concentrate their teaching to use their limited resources best? and In what ways is good teaching subject matter-specific?

The work is designed to unfold in three phases, beginning with literature review and interview studies designed to elicit and synthesize the points of view of various stakeholders (representatives of the underlying academic disciplines, intellectual leaders and organizations concerned with curriculum and instruction in school subjects, classroom teachers, state- and district-level policymakers) concerning ideal curriculum, instruction, and evaluation practices in these five content areas at the elementary level. Phase II involves interview and observation methods designed to describe current practice, and in particular, best practice as observed in the classrooms of teachers believed to be outstanding. Phase II also involves analysis of curricula (both widely used curriculum series and distinctive curricula developed with special emphasis on conceptual understanding and higher order applications), as another approach to gathering information about current practices. In Phase III, models of ideal practice will be developed, based on what has been learned and synthesized from the first two phases, and will be tested through classroom intervention studies.

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Abstract

These case study materials are designed for use with prospective and experienced teachers interested in thinking and learning about students' writing development. They were developed from the authors' yearlong collaboration as teacher-researchers in Lindquist's fifth-grade classroom. Several kinds of information regarding Billy's progress are included for consideration: transcripts of classroom interactions such as sharing time and writing conferences; written work from Billy's writing folder and journal; self-evaluations; excerpts from an end-of-year group interview.

The materials are designed to be used flexibly in a group situation where participants can discuss their impressions and insights as they study the examples, draw on their own knowledge and experience as teachers of writing, and work interactively to form their own judgements about Billy's development as a writer. The authors offer an initial set of analytic categories for use in interpreting the examples but also invite and encourage teachers to revise the categories as they become more familiar with Billy and his work.

Three sections enable teachers to study all or parts of the materials. Section I provides an introduction to Billy and the context. Section II is organized into three "phases" and provides information about the curriculum that Billy experienced chronologically, as well as different sets of examples from each phase. Section III is organized around two issues: (a) how to document and assess students' writing development and (b) the extent to which one's practices are consistent with one's beliefs about teaching writing and learning to write. Throughout the materials, teachers are encouraged to draw on ideas and insights generated through use of the study materials as well as to share each others' ideas from their own practice.

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UNDERSTANDING ONE WRITER'S GROWTH: CASE STUDY MATERIALS

Cheryl L. Rosaen and Barbara Lindquist[1]

Introduction

These case study materials are designed for use with novice and experienced teachers interested in thinking and learning together about students' writing development. The materials were developed from our year of collaborative work in Lindquist's fifth-grade classroom where we both took on a teacher-researcher role, studying our own teaching and our students' learning in a writers' workshop across one school year. We assume that all teachers, as learning professionals, can benefit from close study of students' written work, as well as considering information that helps them understand how students participate in the learning community. We also assume that teachers can benefit from the time and opportunity to talk with each other about issues concerning students' growth as writers and ways to better document and understand their growth.

Instead of presenting a written case of how Billy,[2] one of our fifth-grade students, developed as a writer across the year, we organized this set of case study materials for prospective and practicing teachers to study and construct their own interpretations of Billy's participation and learning in writers' workshop.[3] Several kinds of information are included for consideration:

* Transcripts of classroom interactions during writers' workshop (e.g., mini-lessons, sharing time, writing conferences, whole- and small-group discussion)

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[1] Cheryl L. Rosaen, assistant professor of teacher education at Michigan State University, is a senior researcher with the Center for the Learning and Teaching of Elementary Subjects. Barbara Lindquist is a fifth grade teacher-researcher at an MSU Professional Development School.

[2] Names of students are pseudonyms.

[3] See Rosaen, C.L,. & Lindquist, B. (1992). Literacy curriculum-in-the-making: A case study of Billy's learning (Elementary Subjects Center Series No. 58). East Lansing: Michigan State University, Institute for Research on Teaching, Center for the Learning and Teaching of Elementary Subjects, our detailed case study of Billy's learning.

* Billy's writing folder (drafts, final copies, writing process summary sheet)

* Billy's journal, day book, and writing record

* Billy's written reflections in units we taught

* Billy's self-evaluation

* An end-of-year group interview which included Billy

The format we chose assumes that teachers will use the materials in a group context, discuss their impressions and insights as they study the examples, draw on their own knowledge and experience as teachers of writing, and work interactively to form their own judgements about Billy's development as a writer. We offer an initial set of analytic categories for participants to use to interpret the information but also invite and encourage revision of the categories by teachers as they become more familiar with Billy and his work.

We organized the materials into three sections so teachers can use all or parts of the materials flexibly, depending on their backgrounds, interests, time and circumstances. After working with the materials in Section I as an introduction to Billy and the context, it is possible to select "phases" from Section II to examine, and to select issues to discuss in Section III. The following provides an overview to help those using the materials make their selections:

Section I: Tracking Writing Development

This section provides brief introductory information about Billy, and asks the group to discuss their initial impressions of Billy as a writer as well as to formulate questions.

Section II: Looking at Writing Development Over Time

This section is organized into three "phases" and provides information about the curriculum that Billy experienced chronologically, as well as a different sets of examples from each phase. One, two, or all phases could be studied.

Section III: Examining and Revising Beliefs and Practices

We organized this section around exploration of two issues: (a) how to document and assess students' writing development and (b) the extent to

which one's practices are consistent with one's beliefs about teaching writing and learning to write. Teachers are encouraged to draw on ideas and insights generated through use of the study materials as well as to share each others' ideas from their own practice.

Introductory Activity

Write down a description of your vision of a literate environment and describe what you would look for as evidence of students' learning. You and your group may want to share your descriptions at this point, or you may decide to wait until the materials invite you to share them (Section III).

Section I: Tracking Writing Development

Studying Written Products

New forms of writing instruction such as writers' workshop are requiring teachers to understand their students as developing writers in new ways. For example, a teacher might study an excerpt from a lengthy adventure story written by Billy, a fifth-grade student, to understand more fully what he's capable of.

Read the following excerpt and see what you can learn about Billy as a writer:

> Billy reads the part of his adventure story where Nick saves someone while the family stops off at Cedar Point on their way to an inventing contest that Nick has entered:
>
> "Help, help help!" screamed a kid. He had been going on the magnum and the rail had broken on the highest hill. The car had fallen and just barely landed on the other rail and went down to the ground. But he had grabbed a rail and was hanging there. "Help, help!" he said desperately--he desperately yelled.
>
> "I've got it," said Nick. "I'll get my hand and bring him down safely." He ran to his dad and asked for the car keys and sprinted to the car. He was just in time. Just as he got there and put it on the ground the rail the kid was on snapped. What happened next was too fast to follow with your eyes. The boy was falling fast. Nick frantically hit the ON button and raised it up and opened the hand. The hand shot up while Nick was maneuvering the controls. The hand went up up up and sailed right over the kid's head. Nick had to act fast. He hit the the DOWN button and the OVER button and grabbed the kid right about twenty feet from the ground. Slowly Nick lowered the hand and the boy to the safety of the ground.
>
> That night in their hotel room they watched the thing on the news. The news broadcasters made Nick out to be a hero. While they were watching the news the telephone rang. It was the hotel person saying, "It's President Bush on the phone for you, on the phone for Nick." Nick answered the phone and President Bush said, "Nick I'm proud of you, so proud of you that I'm going to see to it that we have a ceremony congratulating you, and presenting you with a trophy and $5,000 certificate to Toys R Us."
>
> "Thank you, thank you Mr. Bush," said Nick. Then he put the phone on the hook and ran to tell the others they were to go to the White House in Washington DC on the way back from the inventing contest ...

DISCUSSION:

Develop a list with your group that describes what you learned about Billy's strengths and weaknesses as a writer.

Look back over your list. What did you look for? Why?

What questions do you still have about Billy as a writer? Why would these questions be important to you?

Talking About Writing

Another way teachers learn about their students as writers is by talking with them, either during individual writing conferences, or in a group situation where they are asked to look back over their progress as writers.

Individual writing conferences. Read the excerpts from a writing conference Billy had with his teacher about his adventure story. As you read it aloud with your group, think about what else you are learning about Billy as a writer.

Rosaen: I wasn't here last week. I didn't have a chance to know what you were working on. Are you almost done with it?

Billy: Finished.

Rosaen: Completely finished? OK.

Billy: Unless I think of some other ideas.

*****

Billy (reads ending of story):

"And now, I proudly present Nick with his trophy and certificate." A ripple of applause came loudly from the audience. Nick was beaming. So were his parents and brother and sister. Ten minutes later Nick was sitting in one of the chairs at the White House table enjoying a feast in his honor. "My compliments to the chef," said Nick.

"This is great food," said his mom.

"Yeah," said their dad.

"Thank you so much," said Nick.

"You certainly are welcome," said the President.

* * * *

"I'm second! The world finals for an inventing contest and I'm only second! Why not first? This is the first time I haven't been first place in an inventing contest."

"It's alright dear," said his mom. "Like they say, 'Sometimes you eat the bear but sometimes the bear eats you.'"

"Oh well," said Nick, "maybe I'll be first next time," Nick said.
"I'm sure you will," said dad.

Rosaen: So how do you think you did?

Billy: (shrugs) I don't know.

Rosaen: You don't know?

Billy: How do *you* think I did?

Rosaen: I like it a lot. I think you have some really nice parts to it, like the way you set it up ahead of time that he had this invention, you explained where they were going. I like the way you changed scenes--I saw your little stars on the page to show that you were changing scenes. And I really like your ending where you didn't make it that he got first but he got second. It made it seem more realistic. What do you think?

Billy: I don't know.

Rosaen: Is it hard to stand back and look at a piece after you've worked on it so hard?

Billy: I erased Stan's name because he didn't work on it.

Rosaen: This ended up being your story?

Billy: Uh huh.

Rosaen: When do you think it switched from the two of you to yours?

Billy: This part right here, he helped me with. The whole rest was mine.

Rosaen: How'd that happen?

Billy: He quit and started talk ... he quit working on it and started talking to people around him, and I was the only one working on it.

Rosaen: Ok, so you're the one who got really interested in it and then he just kind of went off and got focused on something else. Which part do you like the best here? Which do you feel most satisfied with? (Billy pauses) Usually when I write something there are parts that I like better than others, like I feel really good about one certain part and then others are OK, but they're not quite as good as one part that I really like.

Billy: I like this part.

Rosaen: What part is that?

Billy: Where they're traveling in the car and I'm squished.

Rosaen: Tell me about it.

Billy: I don't know, it just sounds real, because that's what we do.

Rosaen: Ok, so you relied on your own experience to figure out how to add those details?

Billy: Uh huh.

Rosaen: What other parts do you like?

*****

Rosaen: How did you come up with you idea for your ending, that he didn't get first place? How did you get that idea?

Billy: I just thought, because I don't like stories when you know exactly what is going to happen because the main character always comes out the hero. So I decided I'd make him not first place and make him not the real hero, but he was kind of because he did go to the world's finals.

Rosaen: Ok, so he was a hero because he did something special, but he didn't have to come out on top to be that hero? That's a really neat idea.

*****

Rosaen: What parts about that do you like? ... The way you set that ... here's where the real adventure comes in, right? What parts about that do you like? (Billy pauses) Help me understand a little bit more about how you created this and thought of these ideas.

Billy: I probably wouldn't have all these ideas if we hadn't, if me and Stan hadn't had a conference with you.

Rosaen: So it really helped you to talk about it? Did this come from that conversation where we started asking a bunch of questions like, "How's it all gonna happen?"

Billy: Uh huh.

Rosaen: So do you think that technique works pretty well for you?

Billy: Yeah.

Rosaen: Anything else you think we should talk about with this story?

Billy shrugs

Rosaen: Now, would you call yourself an adventure writer now?

Billy: I don't know.

Rosaen: What do you think?

Billy: Would you call me an adventure writer?

Rosaen: I certainly would. Who could we share this with?

Billy: I'm gonna put it in the library.

Rosaen: It's a great story. Are you gonna put it in the library?

Billy: The school library.

****

Rosaen: Well, this is a nice story. I was thinking that if you were going to put it in the library it'd be nice to have a cover for the pages.

Billy: I could get somebody, or maybe I could draw the magnum, the rail splitting, and the guy hanging on to it.

Rosaen: Yeah, now why would you pick that scene to put on the cover?

Billy: Exciting.

Rosaen: To get people interested in finding out more about it? OK, that would show it's a real adventure. Now I'd like to hear *your* opinion on whether you think you're an adventure writer now, I gave you mine.

Billy: Yeah.

Rosaen: Any ideas about what's coming next for you, once you get this into the computer?

Billy: Maybe another one, I don't know.

DISCUSSION:

Does this conversation enrich your picture of Billy? If so, what else did you learn? Did any particular comments or patterns in his talk stand out to you? Why?

Please return to your list of strengths and weaknesses and your list of questions about Billy. You may want to revise them to fit with any new information.

Group writing conferences. At the end of the year, Billy and five other students talked with their teacher about what it was like to participate in a writers' workshop. Read the excerpts below and think about how this conversation is similar to or different from his individual writing conference with his teacher.

Rosaen: What's it been like to learn to write in your classroom this year? What's it been like?

Billy: In some ways it was kind of hard because we had to think about ways we could make it more interesting.

Rosaen: What makes that hard?

Billy: Because sometimes you just can't think of any other words to use.

Rosaen: So you really had to stretch your brains this year a little bit, and work on it a little bit more? Who else has comments?

****

Rosaen: How different [has this year been compared to other English classes]?

Billy: English classes before we, out of the book we studied things like adverbs and how to write a letter, things like that. I *hated* that. Now we write stories and stuff. I like this a lot more.

****

Rosaen: Do you consider yourselves to be authors?

(chorus of responses)

Rosaen: OK, I heard Billy say yes, Barbara, you said yes. What do the rest of you think? Kelly, did you say yes?

Kelly: Yes.

CR: Karla?

Karla: No.

Rosaen: No? And what about you, Iris?

Iris: Sort of.

Rosaen: Sort of, and Timmy?

Timmy: I just sit around thinking about different things.

Rosaen: So do you think you're an author?

Timmy: Not really.

Rosaen: Ok, now some of you said "yes" and some of you said "no." Let's hear from the "yes" people first. Why would you say you're an author?

Billy: Because authors are people who write stories or books, and that's what we're doing. We're writing stories and poetry and short books ...

Karla: But we didn't publish them either.

Barbara: Yeah.

Billy: We can publish them if we want to publish them.

Barbara: I published like two or three of mine. I published my "Yesterday" book.

Billy: I published a couple of them.

Kelly: I published a couple.

Barbara: And I laminated it and I put the binder on the side so now it's now it's a regular book.

Billy: So I consider, at least me an author.

****

Barbara: Anyone can be an author if they write something. I don't think that it has to be published or it has to be out on the market ...

Billy: I don't either.

Barbara: ... just to make you an author.

Rosaen: OK.

Iris: I think I'm sort of an author now that I've heard what they've said. Because sometimes I, I write a lot of poetry and I think that I'm an author because I've been writing a lot sort of in writing workshop. So I sort of think I am and I sort of think I'm not.

****

Rosaen: Is publishing the most important part of being an author?

(chorus: no)

Karla: The most important part is probably ...

Billy: ... making it good.

Kelly: Yeah, how good it is ...

Karla: Making it interesting, and explaining things that you write about, explaining characters, and explaining ...

Barbara: 'cause you might only have one or two really good stories ...

Billy: I'd rather ...

Barbara: ... and that's better than having 10 or 12 really bad stories.

Billy: I'd rather put some time into one good one than write a couple ...

Karla: 11 or 12 bad stories ...

****

Rosaen: In science or social studies, compared to communication arts, which kind of writing do you think you're better at?

Billy: [social studies] I'm not very good at coming up with ideas for stories, and when I do, I can never put them down on paper.

Barbara: Same with me--I can think of something and ...

Rosaen: (to Billy) Oh, I think I've read an interesting story or two from you.

Billy: I don't think so.

****

Rosaen: I want to ask you what you think the word collaboration means.

Billy: You work together and ...

Karla: In groups ...

Barbara: You talk ...

Billy: It doesn't have to be in groups, could be just two people ...

Barbara: You talk with someone else besides yourself.

Kelly: You communicate with each other.

Rosaen: For what, what reasons do you talk?

Karla: Get ideas ...

Billy: Get ideas, and to help each other make their stories more interesting.

******

Rosaen: How does communication arts this year compare to other years?

Billy: I liked it a lot more than all the years before.

Rosaen: Did you? What was better about it?

Karla: Everything.

Billy: You got to do what you wanted, write what you wanted, have as long as you wanted.

*****

Billy: [In past years] we would just talk about "this is how you write, you should make it descriptive" and stuff like that. This year we got to use it instead of just talk about it.

DISCUSSION:

Does this conversation enrich your picture of Billy? If so, what else did you learn? Did any particular comments or patterns in his talk stand out to you? Why?

Please return to your list of strengths and weaknesses and your list of questions about Billy. You may want to revise them to fit with any new information.

Looking Back

Discuss with your group the changes you made in your original lists as you read the excerpts from Billy's individual and group conversations. Retrace the following:

a. What did you learn about Billy from reading his story?

b. What did you learn from his conversations?

c. What other kinds of information do you need to answer any remaining questions on your list? Why would it be helpful? How would you get that information?

Section II: Looking at Writing Development Over Time

To understand Billy's writing development more fully we provide additional information that came from his journal, his writing folder, self-evaluations, a status of the class checklist, and narrative records. This information is organized in the same way as our year-long curriculum. Our year was organized in three broad phases that reflected the kinds of support and learning experiences we wanted to provide for our students: (1) Laying Groundwork, (2) Initiation, and (3) Delving More Deeply into Authorship. Within each phase, we had three kinds of goals: (a) building a learning community, (b) developing knowledge and skill in using the writing process, and (c) developing literary understanding and appreciation.

Along with examples of Billy's writing from each unit, information about his participation in the learning community is provided. The following categories listed below represent to us four equally important learning dimensions that encompassed our goals for the year.

Learning Dimensions In Writers' Workshop

a. Subject matter learning (e.g., learning to write, understanding and using the writing process, developing literary understanding and appreciation)

b. Writing as an authentic experience (e.g., using writing for a variety of purposes, developing own purposes, deciding on appropriate form in relation to purpose)

c. Participation in the learning community (e.g., listen to and question other writers' pieces giving thoughtful, helpful response; sharing)

d. Voice and engagement in writing (e.g., taking risks, trying new techniques, topics, skills and kinds of writing)

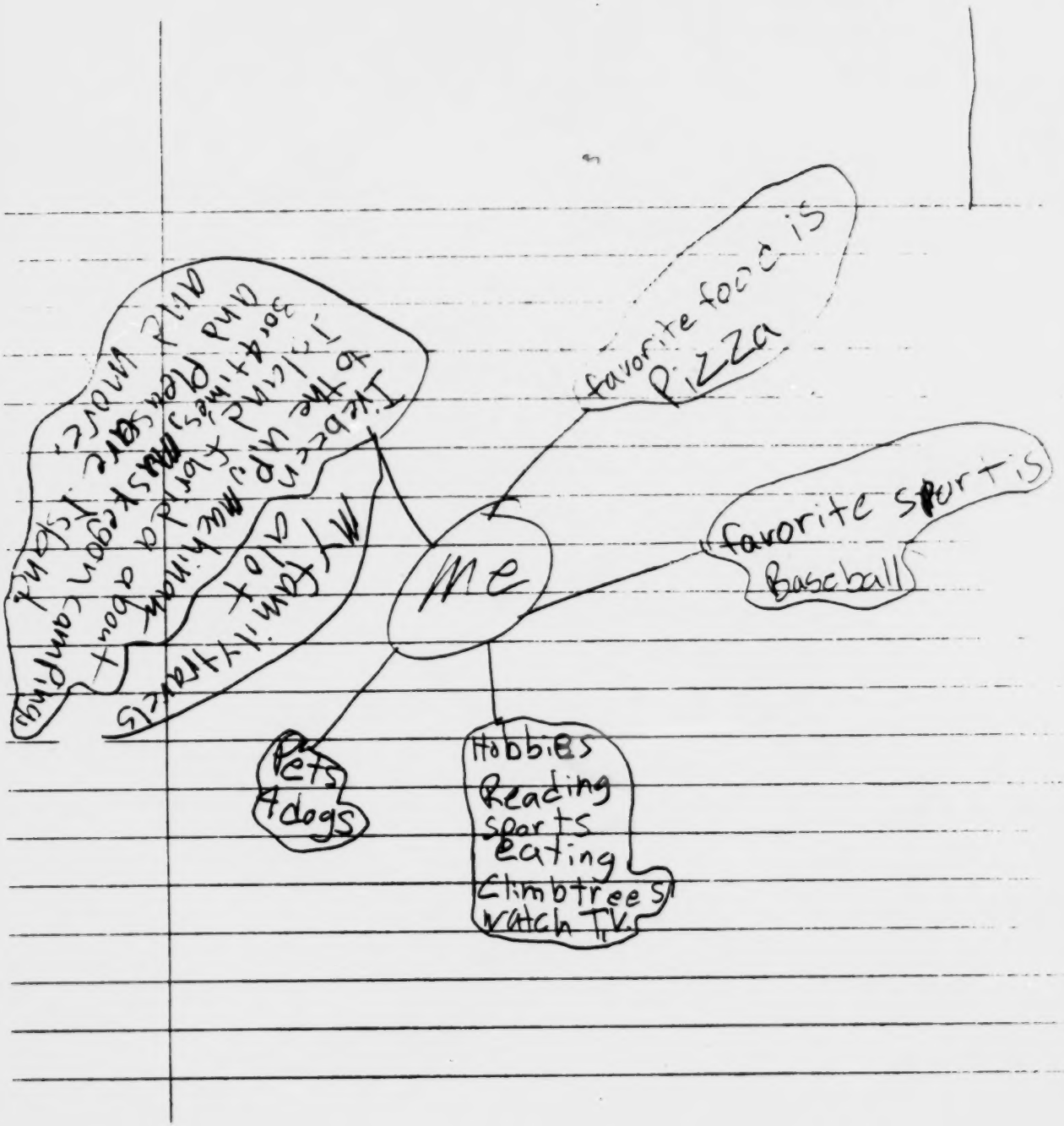
You may find it helpful to use these learning dimensions as a starting point for developing or adding your own categories as you examine each example and try to make sense of different aspects of Billy's development.

Examples From Phase I: Laying Groundwork

During the fall months, our class was more structured, with the whole class working on the same assignments. It provided us with an opportunity to introduce the writing process, descriptive writing and revision techniques, collaboration, the concept of sharing pieces, and so on. This time period was devoted to laying a foundation for specific subject matter learning as well as development of particular attitudes, values and commitments about writing.

Unit 1: All About Me. We began the year with a whole-class assignment, All About Me, designed to provide occasions for all of us in the learning community to share personal information, and to teach students about the writing cycle and revision techniques. Below are Billy's prewriting, drafts and published piece for this assignment:

Example I-A: Prewriting activity to generate ideas



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Example I-B: First draft

English report

Sept 6, 90
English

title: All about me.
My name is [ ].
My Hobbies are reading, sports, eating, climbing trees, and watching T.V. when I can. My favorite food is pepperoni lovers pizza. I like it with extra-extra pepperoni and extra extra Chese. My favorite sport is Base Ball. I have played since I was 4 years old. I like to hit the most, I guess Because Im a good hitter.

Theyre are six people in my family. My Dad, My Mom, Me, My sister [ ], My sister [ ], and my Sister [ ]. We have four Dogs. 2 Adult, 2 puppies. We are selling the puppies for 45 dollars, But we are planing on keeping one.

Example I-C: List of possible leads following mini-lesson

I like alot of things.
I have alot of Awesome Hoobies.
My family travels allover the place.
I like to camp with my family,
I've been to Muskegon.

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Example I-D: Second draft showing revisions after mini lesson on adding details

Sept 1990
English

My family Does alot of ~~things~~ activities
together. At dinner most of the time we eat my favorit food is pizza. But we
all talk alot about what happend through
all of our days. like how we did in school
and what we accomplished at work we discuss
~~talk~~ ~~about~~ ~~school~~ ~~and work~~ ~~and~~
The next day ~~tomorrow~~ and alot of things.
We all like to travel lakes we go to alot of
together and go places
and do things together.
Me and my dad like to hunt and
fish together and we do alot
I can't wait till I'm twelve then I
can hunt with my dad But only
small game. When I'm 14 I can hunt
Big game with him and that will be fun

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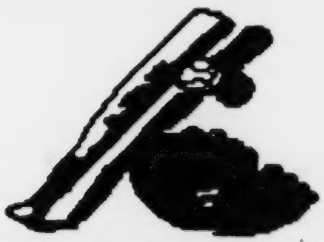
Example I-E: Final copy published in hallway for parent night

My family does alot of things together. At dinner, most of the time we eat together. My favorite food is pepperoni lovers pizza from Dominoes. But my mom makes alot of casseroles. Over dinner we talk alot about what happened through outall of our days, like how we did at school and what we acomplished at work, we discuss the next day, yesterday, and alot of other things. All of us like to travel together we go to alot of lakes ,some of our favorites are Houghton lake and Jensen lake. We go to alot of places and do alot of things together. Me and my dad like to hunt and fish together and we do alot. I can't wait until I'm twelve then I can hunt with my dad but only small game. When I'm fourteen I can hunt big game. That will be fun! me and my mom like to cook together but I can't cook much. My hobbies are, in the summer I like baseball, climbing trees, and swimming.



In the winter I like basket ball and snowmobiling.

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Example I-F: Brief Portrait of Billy's Participation in the Learning Community

Billy participated in the All About Me unit in a "school-smart" fashion. He listened politely during our lessons about how to develop leads with a focus and how to use descriptive details and information to add interest to his writing. Then he would dutifully complete the day's assignment and set it aside to return to reading the latest novel he had checked out of the library. He did not seek out help from his teachers, nor did he share his work with his peers unless assigned to do so. He only did what was formally assigned. Even though he discussed possible endings with his teacher, he did not follow through, perhaps because he did not perceive it as a requirement.

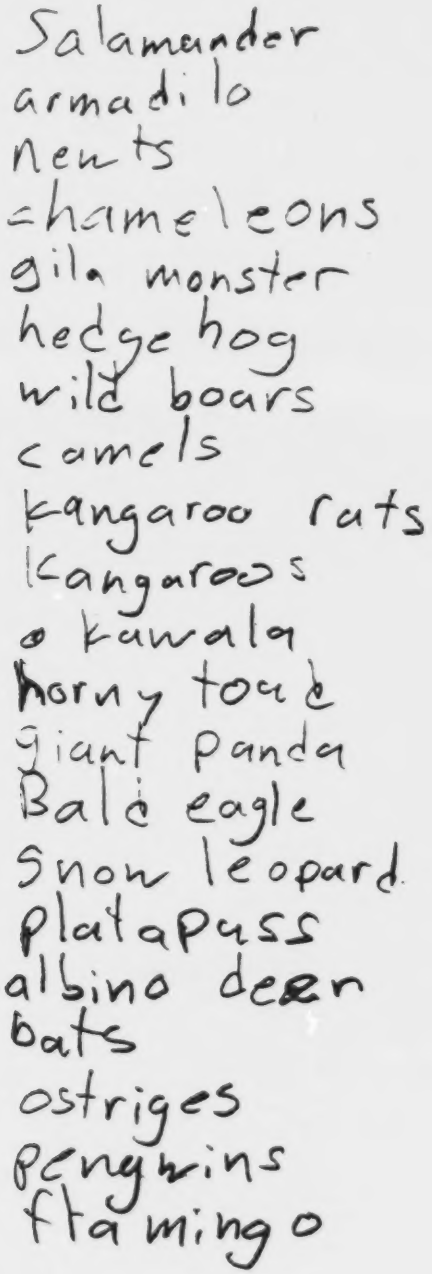
DISCUSSION:

What do these examples tell you about Billy's strengths and weaknesses as a writer? What changes do you see across this writing cycle? Use the four learning dimensions to take notes on what you have learned about Billy as a writer. What questions do you still have?

Unit 2: Animalia. After reading and spending five workshop sessions exploring Graeme Base's cleverly illustrated alphabet book, Animalia,[4] students were assigned to work with a group to create their own alphabet page. In this unit, our intended emphasis was on supporting students in learning to collaborate and to continue teaching them about word choice (adjectives, adverbs) and revision. Below are Billy's group's prewriting, drafts and published piece for this project:

[4] This book was published by Harry N. Abrams, Inc., New York, 1986.

Example I-G: Brainstormed list of possible animals (in Billy's handwriting)



Example I-H: Drafts of Animalia sentences (in Billy's handwriting)

An army of agrivated ants ate all The ant eaters in Arizona. ~~Ther~~ ~~decided~~ for Alabama.

An army of arogant ants assasinated all [redacted] agrivated ant eaters in Aarizona.

an army of angry armadilos acussing afraid actors of adaltury.

Millions of magnifasent measly mice magaled around the Mall making many men mad. The mad men mordalized the million mice.

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Example I-I: Published Animalia page (Billy typed computer version)

Example I-J: Journal reflections on Animalia project

Reflections on Animalia Project

1) What did you like about your Animalia page?

2) What did you learn about what it takes to create a book like Animalia?

3) How did you feel about working in your group? What worked and what didn't work? Problems?

4) How did the collaboration help make it better?

5) Was this a writing project? Why or why not?

Continued on next page

Oct. 11, 90

#1 I like the drawing, I don't know why, but I like to draw, but I'm not very good at it.

2. It takes alot of imagination

3. I think our group was a good group and we did not have problem and what worked was what we all decided on.

4. if there is cababeration between us we can work together well and decide what to write or ~~$~~. Whatever without arguments.

good.

~~#1~~

5. Halfway. Because ~~#~~ most of the people had to write the "sentence." And it is not a writing project because ~~most~~ most of it did not use words it just used drawing.

DISCUSSION:

From looking at this set of examples, what did you learn about Billy in each learning dimension? Does any one learning dimension seem more prominent than the others? If so, why do you think so? Also consider how his participation and writing in this unit compare and contrast with the All About Me unit. Take notes on what you notice about Billy's writing development.

Unit 3: Descriptive writing. This unit focused on helping students practice the writer's craft, continue working on developing a writing community, and celebrating a collaborative project. Nine workshop sessions were devoted to mini- lessons, exploring examples of good description, and group revision activities that emphasized using the five senses and exaggeration in description. Then students were assigned to write their own individual contribution to a class writing project, creating a written tour of their haunted elementary school. Students read selections from the finished tour at the school's Halloween assembly. Below are examples of Billy's written exercises, individual contribution to the group project, and reflections on this unit:

Example I-K: Description of eating an Oreo cookie, using the five senses

Oct 9 90

Crackle, snap, pop--- Crunch those are 4 sounds that mean Oreos!! Music to my ears! yes Oreos I love em. The crackle of the cay 1st good sight. The crunch or the oreo between my teeth that's the best part! I like the cream the most. The way I eat a oreo is twist it open, use pointer finger and scrape all the cream of and lick it then the other side then I eat one cracker part then the other then I get another cookie!

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Example I-L: List of details describing a person, using the five senses

Oct. 10, 90

Grandma

(smell) + (taste)	she ~~was~~ smells sweet + ~~[illegible]~~e + good
sight	kind + caring.
hear	talkes softly + sweetly
touch	soft + smooth

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Example I-M: Using exaggeration to make a familiar place scary

1. Movie Theater- white floors from all the popcorn that spilled.

2. School- inch of mud on all floors because of the kids.- cockroaches big as rats.

3. Home- messy rooms dumpey kithen Like dishes allovere the plas.

4. Zoo- semlie animal's Like Lion's,- monkeys, foxis, Sank's & turtel's.

5. 5 & penny's- blck & white floors with slime comeing down the window's & the clothe's repte into shrde's.

6. Bathroom- Slime bubbeling in the toilet and over flowing the Sides acid eating at the walls & sink and every thing.

7. laundry room- Dryer about to explode & washer flooding the whole house

8. Grandmas House- Old folge with a cane that sunpted when she walk's & she dies

9. Public park- People running around with knives, Slides with razor blades ready to cut you to bits when you try to go down.

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Example I-N: Billy's individual contribution to the class project

We havent decided who reads. @B Oct. 24, 90

I wanted to scream. I saw him! Screams echoing in my head. He had long raggley, notted, hair. It looked like a rats nest (though I have never seen one) Horror Scene! My mind was racing back and forth. It took all I had to think straightly. Thoughts of sadness came to me like a thunder clap. I thought of my parents and sisters! Ahhhhhh!! I dont want to die this earl,!!! I'm too young!! He had what looked like bloody hands. I wonder I said quietly, and to my self, I wonder who that blood on his hands is from. Who was his first victim!? Slowly I inched forward to get a closer look. WOA!!! Scarry face, messed up hair, bloody hands. All together with every bad point he looked like a horror story in its self..... Oh! Thank God!! he's only the Janitor with the mop draped over his head. what a relief!!!

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Example I-O: Journal reflections on Descriptive Writing unit

Description Unit Reflections

1. How do you think that learning about the techniques of using the senses, exaggeration, and personal reactions before writing helped you write your description?

2. Explain how you feel about writing a piece individually and then putting it with others to create the Haunted [ ] Tour.

3. What did you learn about writing a description from doing this unit?

4. What do you think your purpose was in writing this description and who were you writing for?

5. Explain whether or not you are looking forward to taping our tour.

6. What kind of writing would you like to work on next?

Continued on next page

1. I think it helps your writing alot. It makes it sound much more interesting and makes you want to continue reading.

2. I think it makes it a little bit challenging, because you had to try to make it fit in with every one elses piece.

3. That exaggeration makes it much more interesting to read and write.

4. My purpose was to get a good, maybe alittle bit scary piece to make [ ] sound scar, for Halloween.

5. Well, no. I don't mind doing it but I dont reall, care.

6. I don't know. writing isn't my favorite subject any way. I dont like it that much.

Do you have topic ideas now that have been doing workshop.

DISCUSSION

Consider Billy's development in each learning dimension. Also consider how development in one dimension might have influenced his development in others. Compare and contrast what you learned from this set of examples with what you learned from previous examples. Take notes on your insights.

Making sense of Billy's progress during Phase I Each year teachers face parent conferences in the early fall months. The examples that you have explored are typical of the information available to them when they try to pull together a picture of each student's progress.

DISCUSSION:

If you were preparing to talk to Billy's parents about his progress as a writer in writers' workshop, which examples would you select? Why would you choose those examples, what specific information do they communicate about each learning dimension, and why is that information important to include? What questions do you still have about Billy?

Examples From Phase II: Initiation

We call this phase "initiation" because in November we introduced a writers' workshop format and shifted many decisions we had been making to the students. They were now able to choose their own topics and forms of writing. We introduced routines such as author's day and literature sharing day and continued journal writing and mini-lessons.

Unit 4: Establishing a Writers' Workshop. We called our next unit Establishing a Writers' Workshop because that was our purpose. We wanted to establish routines, open up the classroom format to encourage students to make their own choices, and to learn to help each other become better writers. For example, we offered mini-lessons on improving writing quality, revision techniques, receiving pieces, writing conferences, topic ideas, and published literature on winter topics.

We encouraged students to bring in examples of published literature to share with the class.

Unit 5: Poetry in Writers' Workshop. We followed this general unit with a series of mini-lessons on writing poetry during January and early February. The purpose of the unit was to expose students to a variety of poetic topics, forms and devices. For example: we explored similes, metaphors, personification; we experimented with line breaks; we studied ways that authors arrange words on the page; we talked about what it means for authors to have "poetic license" and issued a symbolic license to each student. In contrast to our first three units during the Laying Groundwork phase, these were presented as writing ideas to open up students' thinking instead of as required assignments or exercises.

The following are examples from Billy's writing folder and journal (November through January). We have included Billy's drafts, final copies, and his Writing Process Summary Sheets (if available) to provide additional information about how he participated in the writing process. To get a sense of the variety of writing and how Billy spent his time during writers' workshop, you might want to read through the set quickly. Then use the dimensions of learning to discuss and take notes on areas of growth more particularly.

Example II-A: Letter written to Billy's grandparents which he never sent

Name: [ ]

WRITING PROCESS SUMMARY

1. I am working on a letter
(form of writing)

to my grandparents
(topic)

2. Date started: Tues. Nov. 13, 90

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	Tues. 13. Nov. 90
Drafting	Tues Nov. 13, 90
Revising	Tues Nov, 13, 90
Editing	Tues. Nov, 13, 90
Publishing	Tues Nov, 13 90

4. Decisions on Sharing:

Date piece was put on "hold" and filed in writing folder: Questions were answered so I'm done with it.

Date piece was published: Tues Nov. 13, 90

Date piece was shared: NO How was it shared? Not Shared.

Continued on next page

Example II-A (Continued)

Tues. Nov. 13, 90

Rough Draft

Dear Grandpa & Grandma,

How are you? ~~I'm o.k. I'm Going to Jehnson later today until wed. And Dad & [ ] are Staying up to hunt.~~ [ ] is ~~going~~ to be a camp cook. Me and dad are going to hunt at Jehnson tonight also. I heard Grandpa and Fuzzy are coming to Jehnson tonight also. Great!! Tell uncle Fuzz his letter is coming. Are you coming Grandma? I hope so! I'm still waiting for the money to come in the mail for that christmas present. Grandpa, we baited your blind with corn & maybe (~~I~~ forgot) with a sugar beet. Boy! those things are heavy!! I carried them. Three of them! They weighted about 20 Pounds! (all together) I like going ~~to~~ Jehnson

Bye! your Grandson,

[ ]

Continued on next page

Final Copy

Tues. Nov. 13, 90

Dear Grandpa + Grandma,
How are you? Im o.k. I'm
Going to Jehnson lake today unt. I
wednesday. And Dad and [ ]
are going to stay up there, [ ]
to be camp cook and Dad
to hunt. Me and dad are going
to hunt squirrels tonight also!
I heard Grandpa and Fuzzy
are coming to Jehnson tonight.
Great! Grandma, are you Coming?
Tell Fuzzy his letter is coming.
Im still waiting for the money
for the Christmas present
to come. Grandpa. We baited.
your blind with corn
Saturday when me and dad
+ Nezzie + uncle kim went-
up. Did you hear Uncle Gregg
got another Deer? 6 point
Halalujah! I hope he leaves
some for every body else!
well I got to Go. Please
write back A.S.A.P.
your Grandson,
[ ]

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Example II-B: True story on deer hunting

Name: [ ]

WRITING PROCESS SUMMARY

1. I am working on a Story (true)
(form of writing)

about Deer Hunting
(topic)

2. Date started: Nov. 19, 90

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	Nov. 19, 90
Drafting	Nov. 19-20, 90
Revising	11, 20, 90
Editing	11, 20, 90
Publishing	11, 27, 90

4. Decisions on Sharing: confrence

Date piece was put on "hold" and filed in writing folder: Not put on hole.

Date piece was published: 11, 27, 90

Date piece was shared: _____ How was it shared? _____

confrence

Continued on next page

Example II-B (Continued)

Rough Draft

Deer Hunting

Tuesday After school my dad took me and my sisters to Johnson lake. We own 80 achers there. We stayed the night and then my uncle came. My Grandpa was there when we got There. Me, my mom, and two of my sisters left at about 3:00 wed. My Dad and my other sister who is in 7th gradc stayed up there. My Dad stayed up to Deer hunt and my sister stayed up to cook for all the men That were going to hunt They Built blinds and baited alot earlier. All the people that were hanting put in $5.00 in the buck pool. For the person who gets the first and Biggest bucks. One gets half and the other gets the other half. One of my uncles got a 6 point, a [illegible] spike and a Doe. Another got a Doe. My other uncle got a Buck with 3 points on one side and the other side was completly ripped off!

[ ]

Deer hunting

~~In~~ the 13th after school my dad took me and my sisters to Jehnson lake. We own 80 acers there. My Grandpa was there when we got there and we spent the night there and my uncle came in the morning. Me, my mom, and two of my sisters left about 3:00 wed. My Dad and my other sister stayed up there, my dad to hunt and my sister to cook for the hunters. They had built blinds and baited alot earlier. All the people that were hunting put in $5.00 each for the buck pool. The person who got the first buck got half and the person who ~~got~~ the biggest got the other ~~half~~ of it. One of my uncles got a six point, a spike, and a doe. Another uncle got a doe. And another got a buck that had 3 points on one side and the other side was completly ripped off!

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Example II-C: Essay on Drug Abuse Resistance Education (D.A.R.E.).

Note: All students were required by Officer Friendly to write an essay for their D.A.R.E. graduation, and students had the option of working on this essay during writers' workshop. Billy shared this piece with the class on February 6.

Name: [ ]

WRITING PROCESS SUMMARY

1. I am working on a D.A.R.E. story
(form of writing)

about Dare.
(topic)

2. Date started: Nov. 28

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	Nov. 28
Drafting	Nov. 28
Revising	Nov. 28
Editing	Nov. 28
Publishing	NOV. 28

4. Decisions on Sharing: Not shared

Date piece was put on "hold" and filed in writing folder: _____

Date piece was published: Dec. 6

Date piece was shared: _____ How was it shared? NOT Shared

Continued on next page

D.A.R.E.

Dare, Drug, Abuse, resistence, Education, is a program to keep kids of drugs. The [ ] Deputy is Deputy [ ]. He is very friendly and that is where he got his nick name Officer Friendly the kids in k-4th call him this. One time he made us put our names on a little piece of paper and he drew names. The last three drawn supposedly had to dance and sing. In the end noone had to, it was just a trick!

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Example II-D: Narrative on Billy's family Christmas.

Students had the option of publishing a piece in the school hallway for the annual "Christmas Walkthrough." Billy decided to publish this piece in the hallway.

Name: [ ]

WRITING PROCESS SUMMARY

1. I am working on a Christmas story
(form of writing)

about My famil, Christmas
(topic)

2. Date start _____

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	Dec. 4
Drafting	Dec. 4
Revising	Dec 4
Editing	Dec. 5
Publish	Dec. 5

4. Decisions on Sharing: Maybe put in hall

Date piece was put on "hold" and filed in writing folder: _____

Date piece was published Dec. 5

Date piece was shared: Dec. 5 How was it shared? to Roy

Continued on next page

Example II-D (Continued)

Rough Draft

Christmas for me.

Christmas is my favorite holiday. On christmas Eve my family hosts a christmas party for my Church. We have alot of fun and alot of food. Then when everybody goes home we go to bed. Then when all the present are under the tree we get up, it does not matter what time it is we just get up. Its usualy in the middle of the night. Then we open them all after were done with that we play with our toys a little and get back into bed. In the morning we play with our toys some more while my mom fixes breakfast. After Breakfast we go to my family christmas party and eat lunch. Then we have an auction. Any body who wants to can bring a present to set on one of the tables and people bet money for it. who ever bets the highest gets the present and we auction until all of them are auctioned. after the Party B →

Continued on next page

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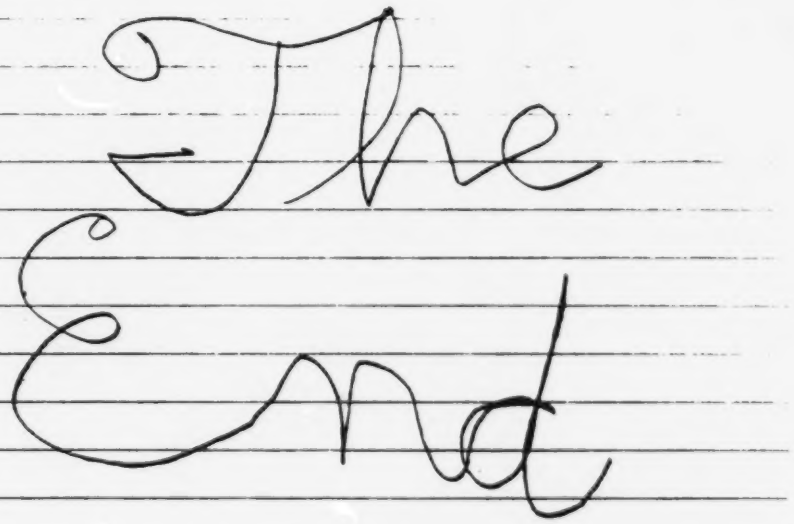
Example II-D (Continued)

Rough Draft

over my uncles and aunts and cousins and Grandparents and others come either to my house or My uncle and Aunts house in [ ] for a present exchanging party. Every body brought some snack or dinner dish and we eat. After Dinner we play with our toys and talk to each other. we have a lot of fun. After every body goes home we sit and talk to each other. Christmas is a lot of fun for me.



Continued on next page

Example II-D (Continued)

Final Copy

Christmas for me

[ ]

Christmas is my favorite holiday. On Christmas Eve my family hosts a Christmas party for my church. We have alot of fun and alot of food. Then when every body goes home we go to bed. Then when all the presents are under the tree we get up. It does not matter what time it is we just get up and open them all. Then we play with them for a little while then go back to bed. In the morning we play with our toys more while mom fixes breakfast and dad reads the paper. After breakfast we play with our toys more then after a while we go to a family christmas party and eat lunch. Then we have an auction. Anyone who wants to bid just about every one brings a present to set on a certain table and it is auctioned off. The highest bid gets the present. After the party is over my uncles and aunts and cousins and Grand parents come to our house for a present exchanging party. Most of the people there bring some things to eat. Then we all grab a plate and go through the line for cookies and candies and stuff. Then we go and eat anywhere we want to. After we eat we sit around and talk and play with our toys. After every one goes home we sit down and talk. Christmas is alot of fun for me.

The End

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Example II-E: Christmas trees find-a-word

(created as many words as possible from the letters in "Christmas trees")

Name: [ ]

WRITING PROCESS SUMMARY

1. I am working on a ~~word fm~~ find-a-word
(form of writing)

~~about~~ Christmas trees.
(topic)

2. Date started: Dec. 7

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	Dec. 7- 10
Drafting	Dec. 7- 10
Revising	Dec. 7- 10
Editing	Dec. 7-10
Publishing	Dec. 7-10

4. Decisions on Sharing: ~~Not~~ Put in folder

Date piece was put on "hold" and filed in writing folder: Not put on hold.

Date piece was published: Dec. 10

Date piece was shared: Dec. 10 How was it shared? Stan helped me do it.

Continued on next page

christmas trees

1 Chris
2 christmas
3 tree
4 Christmastree
5 tar
6 cheat
7 hair
8 rat
9 me
10 it
11 is
12 test
13 his
14 her
15 hat
16 hit
17 hats
18 trees
19 chris'
20 ham
21 hams
22 retire
23 heart
24 heat
25 tear
26 sat
27 cheater
28. master
29. masters
30. ram
31. rams
32 hers
33 its
34 mist
35 as
36. hits
37. christmastrees
38. tart
39. tarts
40. sit
41. sits
42. tests
43. hiss
44. see
45. sea
46. seas
47. hearts
48. tears
49. stem
50. steam
51. stems
52 eat
53 eats
54 eater
55 ate
56 chat
57 chats
58 sitter
59 sitters
60 smear
61 smears
62 smearer
63 sam
64 sams
65 rest
66 resms
67 semester
68 semesters
69 tea
70 tees

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Example II-F: "Presents" Poem

[ ]

Poem title:
Presents

Presents, presents, under the tree,
presents, present, some are for Me!
presents big, and presents small,
presents, presents, for all!
presents large, and present tiny,
presents with bows, oh! so shiny!
presents for me, presents for you
presents for my sisters too!
presents red, presents green,
presents fat, and presents lean.
There are many more
presents I have seen,
But I lied, None are green.

Example II-G: New Years Day find-a-word

(created as many words as possible from the letters in "New Years Day")

Name: [ ]

WRITING PROCESS SUMMARY

1. I am working on a find a word
(form of writing)

The word is ~~about~~ Happy New years Day.
(topic)

2. Date started: 12, 10, 90

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	12-6-90
Drafting	12-6-90
Revising	12-6-90
Editing	12-6-90
Publishing	12-6-90

4. Decisions on Sharing:

Date piece was put on "hold" and filed in writing folder: Not put on hold

Date piece was published: 12-10-90

Date piece was shared: 12-10-90 How was it shared? with Stan

Continued on next page

Example II-G (Continued)

Happy New Year's Day

1. Happy
2. New
3. years
4. year
5. day
6. days
7. News
8. deer
9. dear
10. papy
11. pad
12. pads
13. nap
14. rad
15. nap
16. read
17. reader
18. rcads
19. sand
20. sands
21. Dan
22. Dan's
23. see
24. sea
25. seas
26. why
27. were
28. ray
29. Ray
30. Ray's
31. rays
32. renew
33. pan
34. pans
35. naps

Example II-H: Nintendo find-a-word

(created as many words as possible from the letters in "Nintendo")

Name: [ ]

'ING PROCESS SUMMARY

1. I am working on a find a word
(form of writing)

word is ~~about~~ = 16 bit nintendo entertainment system
(topic)

2. Date started: 12-10-90

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	12-10-90
Drafting	12-10-90
Revising	12-10-90
Editing	12-10-90
Publishing	12-10-90

4. Decision on sharing

Date piece was put on "hold" and filed in writing folder: Not put on hold

Date piece was published: 12-10-90

Date piece was shared: 12-10-90 How was it shared? with Stan

Continued on next page

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Example II-H (Continued)

Sixteen Bit Nintendo entertainment system

1. six
2. sixteen
3. bit
4. bits
5. nintento
6. nintendos
7. enter
8. entertainment
9. system
10. enters
11. sytem's
12. bitter
13. bitterer
14. ten
15. tens
16. tame
17. tamer
18. one
19. ones
20. nine
21. nineteen
22. ninety
23. sit
24. sits
25. mit
26. mits
27. sitter
28. bad
29. batter
30. batters

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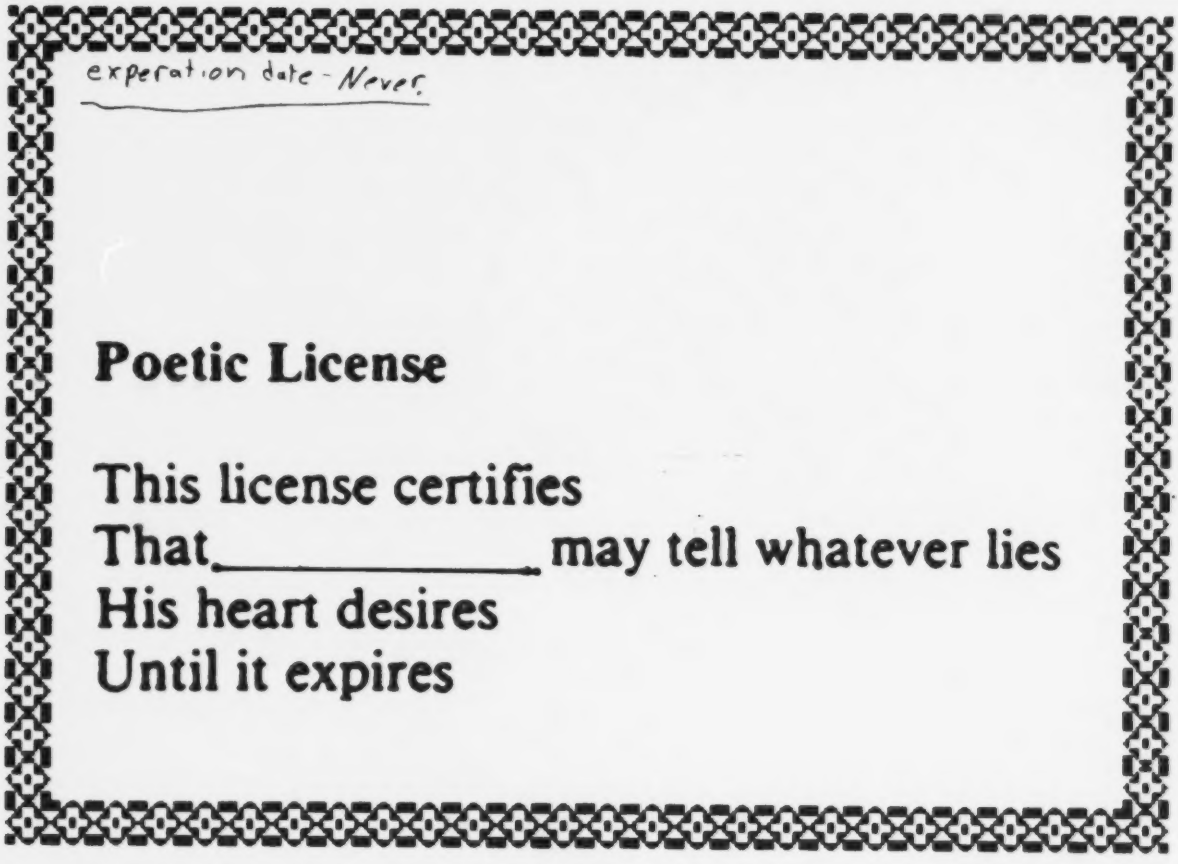
Example II-I: Poetic License



A poetic licence give me The right to lie, cheat, fart, burb, hiccup, sneeze, cough or anything esle I want to do.... on paper

BEST COPY AVAILABLE

Example II-J: Journal entry trying out both prose and poetry on Christmas topic

1-7-91

for christmas I got,
Two radio controled cars, a squish ball
a race track with two cars, shoes
a pair of boots, a sweatshirt, a
slap-wrap, an 8 pack of gum, darts,
a parascope, a woodburner, Binoculars,
A machanical pencil, walkie-talkies,
2 G-I-Joe vehicles, camo pants, and
I cant remember the rest.

Prose

For christmas I got

cars, a ball, a race track, shoes,
Boots, a shirt, a bracelet, some gum,
darts, a parascope, wood burner, binoculars,
a pencil, walkie-talkies, GI joes, pants,
and
other
things.
I
can't
remember.

Poem

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Example II-K: Narrative on how Billy was born

I was born on The ambulance on the border of N. Carolina and Virginia. with my Great Grandma trailing behind the ambulance in her station wagon. At The time My dad was on the U. S. S. Coranado. in the Carribean with the Navy. He was an Electronic Tecnition. He was in active duty for 6 years. Now he is a Captin in the Navy Reserves. He has been for 4 or 5 years. We lived in North Carolina for a year and then we moved to kentuck. We lived there for 4 years and Moved to Rising sun, Indiana. we lived there for about a year and a half and moved to [ ]. We have lived here almost 5 years

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Example II-L: Self-Evaluations

(January, February)

CRITERIA FOR WRITING

1] Actively participate in a variety of activities to stimulate thinking before writing.

2] Develope questioning strategies to clarify writing.

3] Interact with others in order to become a part of a community of writers.

4] Increase ability to understand that writing is an ongoing process.

5] Participate with other children in editing.

6] Use resources in writing projects.

Mid-Term Progress Report

Name: [ ]

Date: Jan. 30, 1991

1] What do you have to do in order to become a good writer?

2] What is your best piece of writing from this term to date? What makes it the best? How did you come up with the idea for this piece? [Attach the piece]

3] What is the most important or useful thing you learned as a writer during this term of writing workshop?

4] What are your goals for the rest of the term? What do you want to try to do as a writer?

Continued on next page

1. To become a good writer you have to practice, and work at it, you have to be patient, willing to start over, and over again.

2. I Think my best piece is The one about how I was born. Because, how I was born is kind of special. (see piece) what made me Think about it is when you ~~Read~~ The story "knots on a counting rope, it gave me an Idea to write about myself as The author made it seem like The boy in The story was writing his autobiography.

3. The most important Thing I learned is That "when you write a piece it not automaticly done. It still can be worked on and made better no matter how good you Think it is."

4. "my Goal is to write a fiction story That is good."

Continued on next page

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Example II-L (Continued)

Writing Record

Skills I <u>can</u> use

Jan. 31, 1991

reading
spell
organize Thoughts
punctuation
can't write an adventure story
or any kind of story.

Second Term Writing Workshop Goals

Name: [ ]

Date: Feb 7, 91

Goal - To write a good Fiction
adventure story with people
my age.

Making sense of Billy's progress during Phase II. Our purpose during these months was to initiate students into a writers' workshop, which required making transitions from more teacher-directed writing assignments to taking responsibility for their own writing topics, forms, participation and learning. In addition, we intended to continue supporting students in improving the quality of their writing.

DISCUSSION:

Which dimensions of learning stand out to you as important areas of growth for Billy during this time period? Why, and which examples support your conclusions? Do you have concerns about lack of growth in some areas at this point in the school year?

Examples From Phase III: Delving More Deeply Into Authorship

We called the later months of the school year "delving more deeply into authorship" because we focused on studying published literature to deepen students' knowledge and understanding of how authors approach their work, and to use literature as sources of ideas and models of good writing.

Unit 6: Authors' Design. The classroom format shifted again for our Authors' Design unit. It was time of intensive mini-lessons where the whole class studied poetry written about and by Native Americans and did follow-up activities. In addition, students had some workshop time to work on pieces of their own choosing. It was during this time period (February 15-March 27) that Billy wrote his adventure story. The following are examples from Billy's writing folder and journal. We have also included transcripts from three writing conferences and a sharing session. These are included to provide additional information about how Billy participated in the writing process and the writing community. As you study these examples, use the dimensions of learning to discuss and take notes on Billy's growth as a writer.

Example III-A: January 31 Writing Conference

In late January, just before Billy wrote his self-evaluation (see example II-L), Rosaen had a conference with Billy to discuss his overall writing progress. One focus in the conference was on how Billy was using his "writing record," a booklet in which students could keep track of four areas (adapted from Graves, 1983)[5]: (a) topics I know and care about, (b) new ideas to write about, (c) skills I can use, (d) books/pieces I have written. Since he had not used his writing record at all, Billy and Rosaen were filling out the record together. This led to a conversation about the kinds of books Billy liked to read, and progressed to a portion of the conversation where Billy elaborated on his preference for fiction books about kids his age that include good description:

Rosaen: Would you be interested sometime, in taking on the challenge of seeing if you could become that kind of person? You weren't born that way. I wasn't either, but do you think you could work on becoming that kind of writer if you worked at it hard? I'd be willing to help you with that.

Billy: How would I do that?

Rosaen: Well, I think, if you've been doing a lot of reading, you can use ideas that you get from reading to say, "What are these authors doing that really makes their books good, and could I try something like that?" So why don't you write down an adventure story on here [she pointed to his writing record under "topics I know and care about"], and we could consider, another day, getting started on working on becoming an adventure writer. And it would take time and hard work; it wouldn't be something that would happen over night, but it's possible, I think.

Billy: I don't think so.

Rosaen: I bet it's possible.

Billy: I don't think so.

Rosaen: I bet it is. What about stories about kids? You enjoy reading them. Would you ever consider writing about them? It wouldn't have to be necessarily a story. Have you ever pretended that you're someone else and

---

[5]Graves, D. (1983). Writing: Teachers and children at work. Portsmouth, NH: Heinimann.

Example III-A (Continued)

written about something pretending you're somebody else? Like pretending you're another kid?

Billy: I don't remember ever trying something like that.

Rosaen: Would you be interested in trying that as a new idea to write about?

Billy: Pretend I'm someone else? I guess ... (1/31)

They left this topic for a while and went on to discuss other parts of the writing record, including "Skills I can use." Billy was willing to list "read, spell, organize thoughts and punctuation." He also insisted on including, "can't write an adventure story or any kind of story" in the list. Rosaen encouraged him to consider taking this on as a challenge so he would be able to change it from "can't" to "can." Sprinkled throughout the remainder of the conference were points of encouragement such as

Rosaen: (looking at a piece of descriptive writing in Billy's folder) You see that's the beginnings of a story. You could even go back and use that for the beginnings of a story that you say you "can't" write ... I see another one here.

******

Rosaen: A true story about deer hunting--here's another spot that we could start with for an adventure, to make you become an adventure writer, that you say you're not ... sometimes writers start with true stories and turn them into fiction and that's a way they get ideas.

******

Rosaen: Is there something you think you'd like to work on next in your writing? Are you interested in taking on this challenge of seeing if you can learn to write stories and feel good about it?

Billy: (inaudible response)

Rosaen: Or would you rather try something else? (long pause) Why don't you do some thinking about that, because you won't have time to work on it today anyway. (1/31)

****

Example III-A (Continued)

Compare and contrast the following segment of conversation to what he wrote in his Self Evaluation (Example II-L):

Billy: [Writing an adventure story is] something I can't do ... that's something I can't do.

Rosaen: Are you saying it's something you're never going to be able to do?

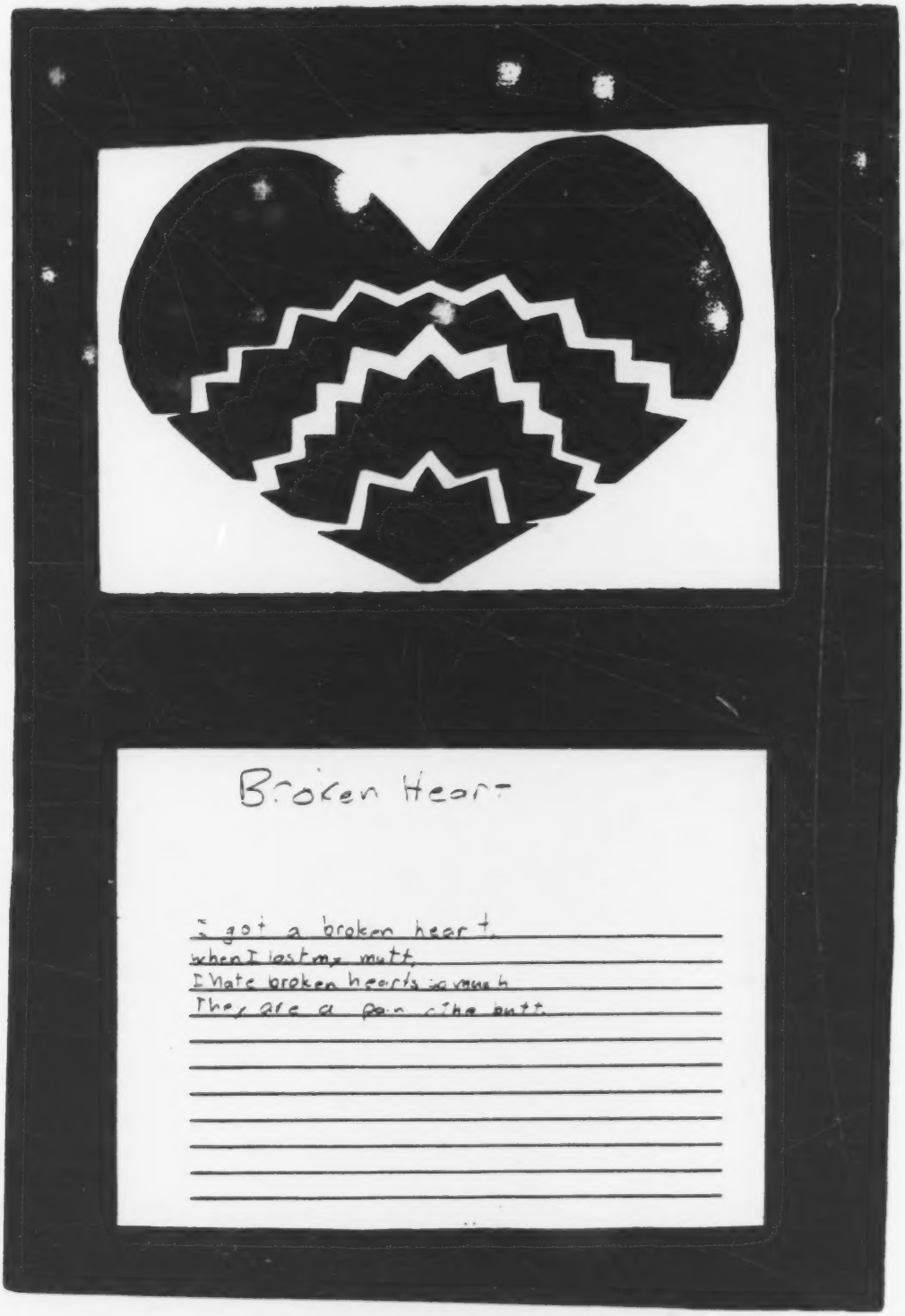
Billy: Probably.

Rosaen: Well, let's see, let's see what we can do about that.

Rosaen could sense Billy's reluctance to try something new, and wondered if he was worried about whether he could be successful at it. As the conference ended, she reminded him that she would be there to help if he decided he wanted to try. A few days later, he came up to her and said, "I'm ready to become an adventure writer." During the next few weeks, he discussed ideas for an adventure with his classmate, Stan. At Rosaen's suggestion, he also attempted to revise a letter to his grandparents (Example II-A), but he never followed through on the revision or on sending it.

Example III-B: Broken Heart Poem

(assigned by another teacher to decorate the hall for Valentine's Day)



Broken Heart

I got a broken heart
when I lost my mutt
I hate broken heart's so much
They are a pain cike mutt

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Example III-C: February 11 Journal Entry

2-11-91
title - I dont know what to write.
I don't know what to write.
I don't know what to write.
I don't

Example III-D: Journal Entry on Losing a Pet

(Students were asked to write in their journals about how they felt about losing something that was important to them.)

2-25-91

I lost a pet onee when I Lived in Kentucky. He was a beagle and his name was Duke. He lived in a Huge barrel that was tipped on its side and permenatly attached to the ground. ~~We used to play with him in~~ He was a really nice dog. We all loved him. Right after our meals we would take him out everything leftover. One day my mom came over to us and told us he was dead. We found him underneath our car. He hadn't been run over, because no bones were broken. We dont know how he died. We had another dog die. His name was Jack. We had'nt had him very long, but we still liked him. He died because he ate mouse poision. Right now we have four beagles. Anna, 5 years old. Kandu, 3. Andy, Almost a year. and Candy, Almost a year. We bought Anna when we lived in Indiana, she is a full bread. and all the others are anna's full bread pups. Candy is The one I brought in to the class.

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Example III-E: February 28 Writing Conference

According to Billy's Writing Process Summary Sheet, he began writing his adventure story on February 15. Due to longer mini-lessons during the Authors' Design unit, workshop time was limited. The following conference with Rosaen took place after they had spent the available workshop time developing an introduction to the story:

Rosaen: So, fill me in on what your thinking was about the story. I'm kind of lost on what you wanted to do.

Billy: Our story is about this dude ...

Stan: Who makes up an invention.

Billy: Nick ...

Rosaen: OK, why don't you read what you have so far.

Billy: I'll read it: "Nick was a very smart boy, 10 years old. He lived with his dad and mom. He had two brothers and a sister. The oldest brother was 17. The next oldest was Nick. The next oldest was the other brother, who was 6. The sister was 2. He had a lab of his own in the basement. His parents knew he was very smart. At the present time he is working on a radio controlled lawn mower. He was about an hour away from being done with it."

Rosaen: OK, so you've sort of set the scene here. You've talked about who Nick is. Now, just talk to me about what your ideas are about where you want this story to go. What are you thinking?

Billy: He could invent something like, I think we want him to invent something that's been wanted to be invented for a long time, right?

Stan: Or just come up with an invention that we need.

In this segment of the conversation, in addition to becoming updated on their progress, Rosaen wanted to find out more about what Billy and Stan had in mind as authors, and then tried to make connections with the Authors' Design unit the class was currently engaged in. She directed their attention to the Authors' Design framework the class had been studying, which focused on studying the

relationship among: topic, form of writing, author's main idea or purpose, audience, and audience response. The conversation continued as follows:

Rosaen: You can use this [authors' design framework] to plan out anything that you're writing. It doesn't have to be a poem or whatever. Now you've chosen your topic, which is that you want. What's the kid's name?

Stan: Nick.

Rosaen: --Nick to invent something. And one thing that we might want to think about is, first of all, who is your audience gonna be? Who do you think would want to read this story? Who are you writing for?

Billy: We're gonna put it in the library.

Rosaen: Ok, so it would be other kids about your age? Do you think any grownups would read it?

Billy: Maybe the librarian.

Rosaen: Ok, so mostly kids your age, but grownups might enjoy it too?

Billy: I don't think they'd enjoy it, it's kind of a kids' story.

Rosaen: OK, so this is a kids' story. All right, now, (looks at Authors' Design sheet) it says, "Who is the audience?" we've talked about that. Now, "What do they know or need to know?" You've shown them some things about what Nick is like. Now, what about this invention? We have to think about, you were thinking that you wanted it to be some kind of an invention that people haven't thought of before?

Billy: Something really neat.

Rosaen: Something really neat. So, what kind of reaction are you thinking you want to get from your audience? What do you want the kids reading this to think or feel when they're done or while they're reading it?

Billy: That they can be smart too. I don't know.

Rosaen: That could be ...

Billy: Kids their age, so they could try too.

Rosaen: All right, that could be one thing. What are some other possibilities? Not just necessarily what they would learn, but how do you want them to feel while they're reading it?

Billy: I want them to like it.

Rosaen: You want them to like it. Ok, let's work on what it means to like something. When you like it, what kinds of feelings are you having, especially with this topic?

Billy: That he's smart.

Rosaen: That would be an opinion that they would have. Do you want them to be excited? interested? bored? sad? happy?

Billy: I want them to feel interested and want to keep going and keep ... reading.

The conversation continued for quite a while with Billy and Rosaen (with occasional input from Stan) playing around with possibilities of different inventions and plausible circumstances under which an invention would be included in an adventure story, as well as where the exciting parts would be. She referred often to their own reading experience (e.g., "Think about what makes you want to keep reading.") as a way to help them link their reading experiences to their writing. In addition, she kept emphasizing using themselves as a source of information to think about what would appeal their audience:

Rosaen: Who would you really be worried about and turn that page to keep reading if that person got saved?

Billy: Who would you?

Rosaen: Who would I? One of my kids, certainly, or people I know.

Billy: His mom.

Rosaen: Or certain famous people.

Billy: Cosby.

Stan: No, I don't like him.

Rosaen: Or, if it were a character that I just really liked in the story--somebody who, once the story got going and I read about the character and I really thought the character was a neat person. It wouldn't have to be someone from my real life. What about you? (long pause) You don't have to decide all this now. Ok, so you've got your scene set, and you've got, sort of, his invention worked out, now where do you want the story to start?

Billy: Like start right now saying, like, in five days there's going to be, five days from then there's going to be this contest for inventors.

Example III-E (continued)

Rosaen: Ok, do you think, would it be helpful to you to sort of make a list of events of how you want them to turn out before we forget all these, or do you just want to start writing? Which would you rather do?

Stan: (inaudible)

Rosaen: Do you want to plan out your events a little bit? Sort of like a real short outline?

Billy: What do you think we should do?

Rosaen: I'm not the one who's going to write this, so, I think either way is fine. It sort of depends on what you prefer.

Billy: Start writing.

Example III-F: Fairy Tale (March 19)

Name: [ ]

WRITING PROCESS SUMMARY

1. I ~~was~~ working on a Fairy Tale
(form of writing)

about a Prince
(topic)

2. Date started: 3-13-91

3. Writing Process Phases:
Fill in dates you worked on each phase:

Prewriting	3-13-91
Drafting	3-13-91
Revising	3-13-91
Editing	3-13-91
Publishing	3-13-91

4. Decisions on Sharing: with a group

Date piece was put on "hold" and filed in writing folder: not put on hold

Date piece was published: 3-13-91

Date piece was shared: 3-13-91 How was it shared? in a group

Continued on next page

3-13-91

Once upon a time there was a young prince named Albert. He had tons and tons of money and Girlfriends. He was 14. In school the principal worked for him. Any Thing he wanted was his. One time he gave a gold bar to one of his girlfriends. It was worth 5 billion dollars. She went from poor to rich in one minute which made her 3rd richest lady in The universe. Albert got married to her and lived richly with her for the rest of their lives.

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Example III-G: March 19 Writing Conference

Rosaen: I wasn't here last week. I didn't have a chance to know what you were working on. Are you almost done with it?

Billy: Finished.

Rosaen: Completely finished? OK.

Billy: Unless I think of some other ideas.

*****

Billy (reads ending of story):

"And now, I proudly present Nick with his trophy and certificate." A ripple of applause came loudly from the audience. Nick was beaming. So were his parents and brother and sister. Ten minutes later Nick was sitting in one of the chairs at the White House table enjoying a feast in his honor. "My compliments to the chef," said Nick.

"This is great food," said his mom.

"Yeah," said their dad.

"Thank you so much," said Nick.

"You certainly are welcome," said the President.

* * * *

"I'm second! The world finals for an inventing contest and I'm only second! Why not first? This is the first time I haven't been first place in an inventing contest."

"It's alright dear," said his mom. "Like they say, 'Sometimes you eat the bear but sometimes the bear eats you.'"

"Oh well," said Nick, "maybe I'll be first next time," Nick said.

"I'm sure you will," said dad.

Rosaen: So how do you think you did?

Billy: (shrugs) I don't know.

Rosaen: You don't know?

Billy: How do *you* think I did?

Rosaen: I like it a lot. I think you have some really nice parts to it, like the way you set it up ahead of time that he had this invention, you explained where they were going. I like the way you changed scenes--I saw your little stars on the page to show that you were changing scenes. And I really like your ending where you didn't make it that he got first but he got second. It made it seem more realistic. What do you think?

Billy: I don't know.

Example III-G (continued)

Rosaen: Is it hard to stand back and look at a piece after you've worked on it so hard?

Billy: I erased Stan's name because he didn't work on it.

Rosaen: This ended up being your story?

Billy: Uh huh.

Rosaen: When do you think it switched from the two of you to yours?

Billy: This part right here, he helped me with. The whole rest was mine.

Rosaen: How'd that happen?

Billy: He quit and started talk ... he quit working on it and started talking to people around him, and I was the only one working on it.

Rosaen: OK, so you're the one who got really interested in it and then he just kind of went off and got focused on something else. Which part do you like the best here? Which do you feel most satisfied with? (Billy pauses) Usually when I write something there are parts that I like better than others, like I feel really good about one certain part and then others are OK, but they're not quite as good as one part that I really like.

Billy: I like this part.

Rosaen: What part is that?

Billy: Where they're traveling in the car and I'm squished.

Rosaen: Tell me about it.

Billy: I don't know, it just sounds real, because that's what we do.

Rosaen: OK, so you relied on your own experience to figure out how to add those details?

Billy: Uh huh.

Rosaen: What other parts do you like?

*****

Rosaen: How did you come up with you idea for your ending, that he didn't get first place? How did you get that idea?

Billy: I just thought, because I don't like stories when you know exactly what is going to happen because the main character always comes out the hero. So I decided I'd make him not first place and make him not the real hero, but he was kind of because he did go to the world's finals.

Example III-G (continued)

Rosaen: Ok, so he was a hero because he did something special, but he didn't have to come out on top to be that hero? That's a really neat idea.

*****

Rosaen: What parts about that do you like? ... The way you set that ... here's where the real adventure comes in, right? What parts about that do you like? (Billy pauses) Help me understand a little bit more about how you created this and thought of these ideas.

Billy: I probably wouldn't have all these ideas if we hadn't, if me and Stan hadn't had a conference with you.

Rosaen: So it really helped you to talk about it? Did this come from that conversation where we started asking a bunch of questions like, "How's it all gonna happen?"

Billy: Uh huh.

Rosaen: So do you think that technique works pretty well for you?

Billy: Yeah.

Rosaen: Anything else you think we should talk about with this story?

Billy shrugs

Rosaen: Now, would you call yourself an adventure writer now?

Billy: I don't know.

Rosaen: What do you think?

Billy: Would you call me an adventure writer?

Rosaen: I certainly would. Who could we share this with?

Billy: I'm gonna put it in the library.

Rosaen: It's a great story. Are you gonna put it in the library?

Billy: The school library.

****

Rosaen: Well, this is a nice story. I was thinking that if you were going to put it in the library it'd be nice to have a cover for the pages.

Billy: I could get somebody, or maybe I could draw the magnum, the rail splitting, and the guy hanging onto it.

Rosaen: Yeah, now why would you pick that scene to put on the cover?

Example III-G (continued)

Billy: Exciting.

Rosaen: To get people interested in finding out more about it? OK, that would show it's a real adventure. Now I'd like to hear *your* opinion on whether you think you're an adventure writer now, I gave you mine.

Billy: Yeah.

Rosaen: Any ideas about what's coming next for you, once you get this into the computer?

Billy: Maybe another one, I don't know.

Example III-H: Writing Process Summary Sheet and Partially Typed Version of Adventure Story

Name: [ ]

WRITING PROCESS SUMMARY

1. I am working on a story
(form of writing)

about A kid
(topic)

2. Date started: 2-15-91

3. Writing Process Phases:

Fill in dates you worked on each phase:

Prewriting	2-15-91
Drafting	2-15 —— 3-27
Revising	
Editing	2-15 —— 3-27
Publishing	2-15 —— 3-27

4. Decisions on Sharing: Put in library not

Date piece was put on "hold" and filed in writing folder: _____

Date piece was published: 3-27-91

Date piece was shared: _____ How was it shared? Put in library

Example III-H (Continued)

NICK THE INVENTOR

NICK WAS A VERY SMART BOY AT THE AGE OF 10. HE LIVED WITH HIS DAD AND MOM. HE HAD 2 BROTHERS AND A SISTER. THE OLDEST WAS HIS 12 YEAR OLD BROTHER. THE NEXT OLDEST WAS NICK. THE OTHER BROTHER WAS 5 AND HIS SISTER WAS 2.

HE HAD A LAB OF HIS OWN IN THE BASEMENT (HIS PARENTS KNEW HE WAS A SMART INVENTOR.) AT THE PRESENT TIME HE WAS WORKING ON A RADIO CONTROLED LAWN MOWER. HE SHOULD BE DONE WITH IT IN AN HOUR.

He had another invention. It was a box that was 1 and 1 half by a half foot that held a contractable pole and on the top of that pole was a fake hand. On the side of the box was a button that made the "hand" open and close. He was planning on entering it in a invention contest. His parents were going to take him and his brothers and sister to Florida for it. On the way they were going to stop in Ohio to go to Cedar Point.

****

"I'm squished" said Meloney (Nick's sister). "I don't want to hear that any more!" replied their

Continued on next page

Dad. We're almost there. Finaly! said Nick. They went to their hotel and checked in. Then they went swimming in the hotel pool until about 5:30 pm. Then they went inside,dried off,and,tried to decide which resteraut to which to go. Pizzia Hut! said Meloney. "No",said Jim.(Nick's 17 year old brother. Lets go to somthing they don't have where we live. "How 'bout the 'Silver Platter'? said their Dad. "Isaw it when we came to the hote!". O.K. they all said. So they did.

****

The next day dawned bright and clear. "The perfect day for the perfect place!" said Meloney. "Yeah,exept I forgot my stereo!" grumbled Jim. "I'm hungry!" whined Steven,Nick's 6 year old brother. "You're always hungry." said their Dad. Then they ate breakfast and headed for Cedar Point.

****

" Let's go on the magnum first". "No" said their Mom, "If you go on something so fast,first You'll be sick. "We'll go on the ferris wheel first then we'll go on the magnum.

****

"HELP!" HEELLLPP!" Screamed a kid. He had been on the magnum and

Continued on next page

the rail had broken right on top of the highest hill! The car had luckely landed on the other rail and gone safely down to the ground. But he had grabbed the rail and was hanging there. "HELP!" "HELP!" He desprately yelled. "I'll get my hand thing and save him! He ran to his Dad and got the car keys,went to the car,got his "hand",and,ran to the Magnum. He was just in time. Right when he got there the rail broke! The boy was falling fast! Nick franticly hit the on button. Then over,up,up,some more. It sailed right over his head! Nick had to act fast. He hit the down button and the over button and grabbed him about 20 feet from the ground!

****

That night at their hotel they watched the whole thing on the news.The newscasters made Nick out to be a hero. While they were watching,the phone rang. It was the hotel lady saying,"Its Pres.Bush on the phone for Nick." Nick answered the phone and the pres. said "nick,I'm very proud of you." "I'm going to personaly see to it that you get a trophy and a $500 certificate to toys-R-us!" " Thank- you,thank-you." said Nick. Then he ran to tell the

Continued on next page

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others. They were to go to the White House on their way back from the invention contest.

****

The judging of the inventions had started at 8:30 Am now it was 5:15 that evening. It was now down to 6 contestants,

One of them was Nick."

5contestants. Sweat was dripping from all the remaining contestants brows. One of them, Ugene

Example III-I: Billy Shares Adventure Story (March 20)

Billy chose to join an optional sharing session. He said he wanted a turn, but wanted Rosaen to read his story to the group. When she insisted that he read it he finally agreed, and read the entire story. Below is an excerpt:

> Billy: (reading his story) "Help, help help!" screamed a kid. He had been going on the magnum and the rail had broken on the highest hill. The car had fallen and just barely landed on the other rail and went down to the ground. But he had grabbed a rail and was hanging there. "Help, help!" he said desperately--he desperately yelled.
>
> "I've got it," said Nick. "I'll get my hand and bring him down safely." He ran to his dad and asked for the car keys and sprinted to the car. He was just in time. Just as he got there and put it on the ground the rail the kid was on snapped. What happened next was too fast to follow with your eyes. The boy was falling fast. Nick frantically hit the ON button and raised it up and opened the hand. The hand shot up while Nick was maneuvering the controls. The hand went up up up and sailed right over the kid's head. Nick had to act fast. He hit the the DOWN button and the OVER button and grabbed the kid right about twenty feet from the ground. Slowly Nick lowered the hand and the boy to the safety of the ground.
>
> That night in their hotel room they watched the thing on the news. The news broadcasters made Nick out to be a hero. While they were watching the news the telephone rang. It was the hotel person saying, "It's President Bush on the phone for you, on the phone for Nick." Nick answered the phone and President Bush said, "Nick I'm proud of you, so proud of you that I'm going to see to it that we have a ceremony congratulating you, and presenting you with a trophy and $5,000 certificate to Toys R Us."
>
> "Thank you, thank you Mr. Bush," said Nick. Then he put the phone on the hook and ran to tell the others they were to go to the White House in Washington DC on the way back from the inventing contest...(Billy continues reading until end).
>
> Now there's one more [piece to hear in the group]
>
> Rosaen: What do you think? ... Are there any parts that you liked that you could help Billy know about?

After reading his story, Billy seemed eager to move on. Rosaen, however, raised the question, "What do you think?" to elicit a response from Billy's audience. After general comments such as it was "cool," "long," and "weird," a few students began to elaborate on specific aspects of the story. For example, Iris commented that she liked the part where Nick saved the kid. He also got feedback that there were many parts of the story that were "creative," followed by particular

examples. In addition, Billy was asked how long it took him to write it, and he replied, "I don't know; two, maybe three weeks."

Example III-J: Journal Entry Reflecting on Writing Workshop Participation

(March 27)

[ ]

For my page of creative writing I'd like to reflect.

I started out this year thinking, "Mrs. Lindquist really does drag writing assignments out a long time. Too long. Now I still think she does but I'm used to it. We all started out the year with a "All about Me" piece. I was amazed how long it took. Between now and then I've written poems and other things about me, like, My family traditions. And, my favorite thing to write, I've written an Adventule story 7½ pages long. It took me about 3 weeks.

DISCUSSION:

As these examples show, Billy chose to focus primarily on writing his adventure during the available workshop time. Compare and contrast how he spent his time and the kinds of things he wrote during Phase II with this unit's examples. At this point in time, how would you characterize him as a writer?

Unit 7: Authors' Exploration. In our final unit of the year, Authors' Exploration (April 22-May 16), we attempted to build on students' interests and explore how authors get ideas for their writing. We engaged students in whole-group and small-group exploration of book sets and asked students to select one genre to explore (e.g., biography, memoirs, fantasy, mystery, realistic fiction, adventure). Especially during this unit, "writers' workshop" looked more like "readers' and writers'" workshop, where students were encouraged to spend workshop time reading as a source of writing models and ideas. The following are Billy's journal entries, and self-evaluations. He did not begin a new piece during this time period. He did participate in various book explorations and typed his adventure story into the computer (Example III-H). As you study the examples in this set, compare and contrast Billy's self-report with what you know about his writing and his actions across the year.

Example III-K: April 22 Journal Entry: Authors are People Too

4-22-91
[ ]

Authors are people too.

"They have family life (if their married) and just the same as all people) like to have fun. Like me, I'm an author. That doesn't mean I don't like to have fun Sure, I take trips swim, fish, + other fun stuff. In their activities they can get ideas. authors are people too.

Example III-L: Authors' Exploration Unit Planning Sheet (assigned May 14)

Name: [ ]

Date: 5-14

Author's Exploration Unit

1. What kind of piece are you going to publish?
   Realistic Fiction adventure

2. What form are you going to use for your piece? (picture book, poetry, chapters, etc.)
   Plain old story

3. How will you decide if your piece is good?
   ask others

Example III-M: Authors' Exploration Unit Reflections (assigned May 28)

NAME: [ ]

AUTHORS' EXPLORATION UNIT REFLECTIONS

1.) Look through your writing folder. For each category below make a list of titles or subjects of your pieces this year.

KIND OF WRITING	TITLES OR SUBJECTS
Journal Writing	For christmas I got..., I dont know what to write, others.
Personal Stories	what I got for ~~Ea~~ x-mas. x-mas traditions.
Fiction Stories	Nizt the inventor.
Poetry	presents, others.
Plays	none.
Fantasy	none.
Mystery	none.
Other	none.

2.) How could you explore BIOGRAPHIES and memoirs to help you improve your writing?

read 'em.

3.) How could you explore different subjects (such as plants, dinosaurs, history, sports) to help you improve your writing?

read about them.

4.) How could exploring different types of fiction writing (chapter books, illustrated poetry, picture books, short stories) help you improve your writing?

you could get ideas from 'em.

Continued on next page

5.) What kind of piece are you working on now?

[redacted] Mis.

Would you like to continue working on it or would you like to start a new piece?

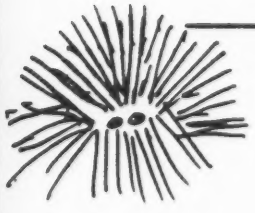
continue so I can get it finished.

6.) Which exploration group would you like to join right now to help you work on your current piece or to explore ideas for a new piece? WHY?

Circle one and tell why.

BIOGRAPHY
WHY? [redacted]

SUBJECT MATTER
WHY? [redacted]



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TYPES OF FICTION

WHY? get more Ideas.
because I like fiction.

99

Example III-N: Evaluating My Growth as a Writer (assigned May 30)

Evaluating My Growth as a Writer

Criteria for Writing Workshop

1) Actively participate in a variety of activities to stimulate thinking before writing.

2) Develop questioning strategies to clarify writing.

3) Interact with others in order to become part of a community of writers.

4) Increase ability to understand that writing is an ongoing process.

5) Participate with other children in editing.

6) Use resources in writing projects.

Name:

Date: 5-30

Think back over your year in Writing Workshop. Circle the grade that you feel best describes your growth as a writer this year using the above criteria and explain why.

Unsatisfactory Satisfactory Improving **Excellent**

WHY? Because I write alot of pieces & publish them, And im alot better than I used to be.

93 100

Example III-O: Myself as a Writer (assigned May 30)

Name: [ ]

Date: 5-30

Myself as a Writer

Please write your answers to the questions below to reflect on your growth as a writer this year:

1. Participating in the Writing Process

a. Give examples of what you do to get you to think before you write a piece or work more on a draft: talk to others + read books.

b. Give examples of questions you ask yourself to make your writing easier for people to understand: How can I make this understandable.

c. In what ways is writing an "ongoing process"? What is an example of a piece you worked on this year that was part of an "ongoing process"?

you work on it but your never done.

Continued on next page

d. Give examples of times you have edited this year and the kinds of things you worked on when you edited:

when I typed on the computer.

e. Give examples of resources you use in writing projects:

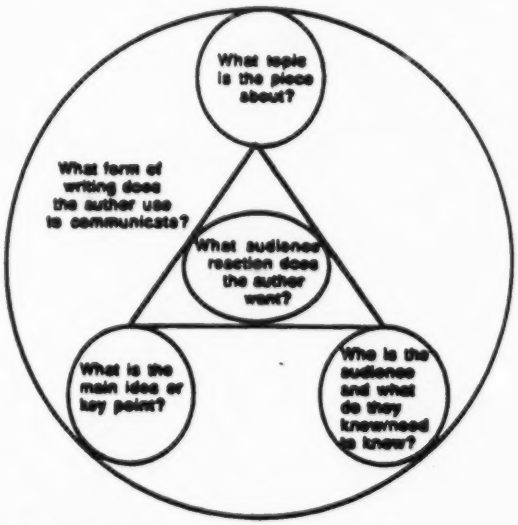
Pencil
Paper

2. **Improving the Quality of Your Writing**

a. How does thinking about Author's Design help you work on making your writing better?

it doesn't.

AUTHOR'S DESIGN


What topic is the piece about?
What form of writing does the author use to communicate?
What audience reaction does the author want?
What is the main idea or key point?
Who is the audience and what do they know/need to know?

b. Give an example of how you used what you learned in the Author's Design unit when writing a piece:

I didn't.

Continued on next page

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c. Give examples of ways you have used different writing techniques discussed in the following units to improve your writing:

All About Me (revision, using details) didn't.

Animalia (using details, description) didn't.

Descriptive Writing (using details, using 5 senses, using exaggeration) didn't.

Poetry (use of language, different forms of poetry) didn't.

Writer's Workshop (collaboration in writing, responding to others' writing, author's day) did. to get Ideas.

d. Author's Exploration Unit

How did studying what authors do and examples of books help you become a better writer? it didn't.

Give examples of how you used what you learned in writing your latest piece:

Put it to work in a new one.

Example III-P: Group Interview Excerpts

Rosaen: What's it been like to learn to write in your classroom this year? What's it been like?

Billy: In some ways it was kind of hard because we had to think about ways we could make it more interesting.

Rosaen: What make that hard?

Billy: Because sometimes you just can't think of any other words to use.

Rosaen: So you really had to stretch your brains this year a little bit and work on it a little bit more? Who else has comments?

****

Rosaen: How different [has this year been compared to other English classes]?

Billy: English classes before we, out of the book we studied things like adverbs and how to write a letter, things like that. I *hated* that. Now we write stories and stuff. I like this a lot more.

****

Rosaen: Do you consider yourselves to be authors?

(chorus of responses)

Rosaen: OK, I heard Billy say yes, Barbara, you said yes. What do the rest of you think? Kelly, did you say yes?

Kelly: Yes.

Rosaen: Karla?

Karla: No.

Rosaen: No? And what about you, Iris?

Iris: Sort of.

Rosaen: Sort of, and Timmy?

Timmy: I just sit around thinking about different things.

Rosaen: So do you think you're an author?

Timmy: Not really.

Rosaen: Ok, now some of you said "yes" and some of you said "no." Let's hear from the "yes" people first. Why would you say you're an author?

Example III-P (continued)

Billy: Because authors are people who write stories or books, and that's what we're doing. We're writing stories and poetry and short books ...

Karla: But we didn't publish them either.

Barbara: Yeah.

Billy: We can publish them if we want to publish them.

Barbara: I published like two or three of mine. I published my "Yesterday" book.

Billy: I published a couple of them.

Kelly: I published a couple.

Barbara: And I laminated it and I put the binder on the side so now it's now it's a regular book.

Billy: So I consider, at least me an author.

****

Barbara: Anyone can be an author if they write something. I don't think that it has to be published or it has to be out on the market ...

Billy: I don't either.

Barbara: ...just to make you an author.

Rosaen: OK.

Iris: I think I'm sort of an author now that I've heard what they've said. Because sometimes I, I write a lot of poetry and I think that I'm an author because I've been writing a lot sort of in writing workshop... So I sort of think I am and I sort of think I'm not.

****

Rosaen: Is publishing the most important part of being an author?

(chorus: no)

Karla: The most important part is probably...

Billy: ... making it good.

Kelly: Yeah, how good it is ...

Karla: Making it interesting, and explaining things that you write about, explaining characters, and explaining...

Example III-P (continued)

Barbara: 'cause you might only have one or two really good stories...

Billy: I'd rather...

Barbara: ... and that's better than having 10 or 12 really bad stories.

Billy: I'd rather put some time into one good one than write a couple ...

Karla: 11 or 12 bad stories ...

****

Rosaen: In science or social studies, compared to communication arts, which kind of writing do you think you're better at?

Billy: [social studies] I'm not very good at coming up with ideas for stories, and when I do, I can never put them down on paper.

Barbara: Same with me--I can think of something and ...

Rosaen: (to Billy) Oh, I think I've read an interesting story or two from you.

Billy: I don't think so.

****

Rosaen: I want to ask you what you think the word collaboration means.

Billy: You work together and ...

Karla: In groups ...

Barbara: You talk ...

Billy: It doesn't have to be in groups, could be just two people ...

Barbara: You talk with someone else besides yourself.

Kelly: You communicate with each other.

Rosaen: For what, what reasons do you talk?

Karla: Get ideas ...

Billy: Get ideas, and to help each other make their stories more interesting.

******

Rosaen: How does communication arts this year compare to other years?

Billy: I liked it a lot more than all the years before.

Rosaen: Did you? What was better about it?

Karla: Everything.

Billy: You got to do what you wanted, write what you wanted, have as long as you wanted.

*****

Billy: [In past years] we would just talk about "this is how you write, you should make it descriptive" and stuff like that. This year we got to use it instead of just talk about it.

DISCUSSION:

Understanding a student's writing development is difficult and sometimes confusing because there may be conflicting information to consider. Discuss with your group whether you see some discrepancies among what Billy says, does, and writes. Use the learning dimensions to help you support your ideas.

Making sense of Billy's progress during Phase III. We called this phase Delving More Deeply Into Authorship. With your group, consider the extent to which Billy did participate in the writing community as an author and what authorship meant to him. Also consider what he might have learned from his participation. Which learning dimensions stand out in this phase, and why do you think so?

Appraising Billy's Writing Development Across the Year

Close study of Billy's work over time raised some perplexing questions. Two kinds of questions kept emerging:

1. <u>What should count as learning in a writers' workshop?</u> The four learning dimensions became equally important areas in our planning and teaching across the year. We structured your analysis of Billy's development around these dimensions as a way of exploring both the process and products of his writing in depth.

*To what extent did you find these learning dimensions helpful and adequate to explore Billy's development? Why or why not?

*Do you agree that these four dimensions are equally important? Why or why not?

*Given your own knowledge, beliefs, and experience in teaching writing, how would you revise these dimensions?

2. <u>Did Billy grow as a writer?</u> We believe he did grow in all four learning dimensions over time although his development was uneven and sometimes even seemed contradictory. By considering the nature and amount of his participation as

well as the products he created, we got a much richer picture of Billy's growth as a writer (see ESC Report No. 58 listed in footnote number 2).

*Use your own dimensions of learning to decide whether Billy grew as a writer, and in what way. What examples could be used as supporting evidence?

*Return to your first impressions of Billy's strengths and weaknesses as a writer from Section I. How have your ideas changed?

*Look at your notes from Section I and think about what assumptions you brought about what counts as evidence of learning to write. Have your ideas changed? If so, in what ways? Why?

Section III: Examining and Revising Beliefs and Practices

When we began the school year, we were not certain how our learning community would evolve, and what changes we would need to make in our practices that would foster the emerging vision we had for our learners. We were teachers in transition aiming to support students in making their own transitions from a more traditional approach to learning to write to benefiting from writing in a workshop setting. Our study of our teaching and our students' learning caused us to examine our beliefs about teaching writing and the extent to which our practices were consistent with our beliefs. This included paying attention to what counts as learning in a writers' workshop, and how we would go about documenting and assessing students' learning.

Issue 1: Documenting and Assessing Student Growth

Both our research and daily teaching helped us document Billy's development as a writer. The following were potential sources of information about Billy's participation and learning:

* Videotapes, audiotapes and field notes of writers' workshop (e.g., mini lessons, sharing time, writing conferences, whole and small group discussion)
*Writing folders (drafts, final copies, writing process summary sheet)
*Student journals
*Day books
*Writing record
*Written unit reflections
*Student self-evaluation
*Planning notes
*Status of the class records (one-page weekly grid of daily notes about what individual students were doing during workshop, such as writing a piece, collaborating, reading)

*End-of-year individual and group interviews

*Teacher journals

Discuss with your group which sources would help you learn about each of our four learning dimensions, and why. What additional or alternative suggestions do you have for inquiring about student participation and learning? What are record keeping devices that have been helpful to you?

Using your notes from Section II, list and write a brief description of the learning dimensions you would use to guide your planning, teaching and assessment of writing. List ways you would document student growth in each of your learning dimensions. What difficulties do you anticipate in documenting student growth in these dimensions? At report card and parent conference time, discuss how you would use this information to assess and communicate students' writing development. Are some areas more important than others? Why or why not?

Issue 2: Clarifying Beliefs and Practice

Return to your written description of a literate environment and what you would look for as evidence of student learning (Introductory section), and share it with a partner. Discuss and take notes on any changes or additions you would want to make. Then consider with your partner whether each of your classroom practices and ideas about reporting and parent conference time are consistent with your description. For example, have you said that you value collaboration, but then only plan to consider individually edited and polished pieces when assessing a student's writing progress? Or, have you said you value experimentation with different forms of writing, but require students to finish every piece they start? Throughout your discussion, think about how you would revise your practice to be more consistent with your beliefs.

As learning professionals, all teachers need to continually reflect on and revise their practice. Developing our case on Billy's learning served that purpose

for us. We hope the notes and ideas you have written down and your conversations with your colleagues will serve as a starting point for ongoing inquiry into your own teaching.